



Crayon Resist

Standard Connection:

ELA.RL.PK4.7
ELA.SL.PK4.2
M.MD.PK4.1
M.G.PK4.2
SS.FC.PK4.6b
SS.OW.PK4.1
S.PS.PK4.1
PD.FM.PK4.4
PD.SHS.PK4.3
VA.CR1a.2.PK
VA.RE9a.1.PK

Enduring Understanding(s):

- A friend is someone we care for and want to spend time with.
- Friends like to do things together and enjoy each other's company.

Essential Question(s):

- How do you deal with and express complex feelings in productive and creative ways?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <i>Matthew and Tilly</i> steps for watercolor visual (see Resource) watercolor or dry tempera paint watercolor paper or white construction paper variety of paint brushes containers for water paper towels or clean rags crayons Q-tips, sponges, cotton balls smocks 	<p>wax: the material a crayon is made from</p> <p>resist: repels liquid</p> <p>absorb: soaks in liquid</p> <p>repel: to keep out</p> <p>technique: a particular way to do something</p>	

Intro to Centers	
Preparation: Set up materials.	
"In <i>Matthew and Tilly</i> , Matthew and Tilly colored with crayons. What do you notice?"	Show illustrations. Children respond.
"You used crayons to create texture rubbings. You also painted with watercolors. What do you notice?"	Show children's work. Children respond.
"Today in Creative Arts, you can combine crayon drawing and watercolor painting in a technique called crayon resist ."	
"First, I will draw a picture with a crayon."	Model.
"Next, I will paint a picture with watercolors."	Model on a separate piece of paper.
"Finally, I will paint with watercolors on my crayon drawing. What do you notice?"	Children Respond.
"The wax from the crayon is water resistant - it repels - it keeps the water off. It does not absorb - soak up - the watercolor paint."	

During Centers:

Offer magnifying glasses for children to observe how watercolors are repelled by crayons. Encourage children to paint on texture rubbings from Week 2 or to create new texture rubbings for this activity. Encourage children to experiment with applying different amounts of water. Encourage children to collaborate (one child draws with crayons, and the other paints with watercolors).

Support children in following the steps of the crayon resist and watercolor processes. Encourage children to compare and contrast crayon resist to Pen and Watercolor Outdoor Illustrations from Unit 1, Week 3.

Guiding Questions during Centers:

- What do you predict will happen when you add more/less water to your painting?
- How is the texture of the wax similar to or different from the texture of chalk?
- What do you predict would happen if you drew with a crayon first and then painted with watercolors?

Thinking and Feedback:

Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

Documentation:

Take photographs of children during the activity and display them with captions of the children's words describing their processes.

Provocation:

- Invite children to experiment by painting with watercolors over other materials (chalk, marker, pencil).
- Invite children to experiment by drawing with chalk over marker, chalk over crayon, marker over chalk, marker over crayon, etc.

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, provide a variety of ways for children to add water to their watercolors, such as a dropper or squeeze bottle, in addition to having a small cup of water available. Providing visual supports, such as picture cards, reminding children how to collaborate/ask a student to participate with them may also be helpful. Picture cards with the steps of the crayon resist and watercolor processes can provide support as well.